

Delaware SEL Collaborative Quarterly Meeting

October 29, 2019

Minutes

Welcome	<p>The meeting was called to order by Teri Lawler, Education Associate, TIP-SEL. Teri began the meeting by welcoming the group, comprised of 13 partners and 9 Core Team members. She apologized for the untimely change in meeting location and provided the rationale for the change. Teri also expressed eagerness to share updates on the Department of Education's social and emotional learning work with particular emphasis on how it fits into the overarching whole child learning initiative that integrates trauma-informed practices. Delaware was admitted into CASEL's Collaborating States Initiative (CSI) last December. A summary of CASEL's work and definition of social and emotional learning was included in the presentation. Handouts depicting the CASEL framework as well as short descriptions of the comprised SEL components were distributed along with the DE SEL Collaborative quarterly newsletter.</p>
Welcome Activity	<p>The welcome activity was led by Core Team members, Wendy Harrington, Assistant Principal, Cape Henlopen School District, and Regina Sidney-Brown, Executive Director, Delaware Afterschool Network. Activity leaders provided directions for group members to integrate their introductions into a ball toss game. Attendees stood in a circle and identified themselves as well as the name of the person to whom they would toss the ball. Several rounds were attempted with the group getting faster and better acquainted with each "inning".</p>
Meet the DE SEL Core Team	<p>The Core Team members were invited to share their names and the intersections between SEL priorities and their work. Present were Lawanda Burgoyne, Joanna Carty, Regina Sidney-Brown, Wendy Harrington, Neil Kirschling, Anthony Natoli, Ryan Palmer, Annette Roskam, and Jessica Weller. Teri Lawler summarized the goals and accomplishments of the Core Team to date.</p> <p>Anthony Natoli, Sussex Tech English Teacher, shared a moving student writing piece as a part of his introduction. The female writer spoke to the vulnerability of her age group as well as the demand for explicit social and emotional instruction and supports for building coping skills and problem solving.</p>

	<p>After the Core Team introductions, DOE staff were given the opportunity to greet the participants. Caitlin Gleason, Education Associate, Office of Early Learning, and former Core Team member, shared a short summary of the progress achieved as a result of the Preschool Development and the required needs assessment that was conducted over the last year.</p>
Take Care Delaware Pilot Project	<p>Jessica Weller, Supervisor of Climate and Safety, Smyrna School District, presented on the Take Care Delaware pilot project and number of students served and the support strategies employed during the first 6 weeks of the program. Details of the pilot along with the implementation strategy for adding other districts and jurisdictions were discussed by Jessica and Teri Lawler.</p>
Core Team Lessons Learned and Recommendations from Other States	<p>The outstanding innovations in district SEL programming were spotlighted. Capital and Christina School Districts were celebrated. Core Team members, Lawanda Burgoyne, Capital School District's Supervisor of Student Support, and Dean Ivory, Christina School District's Senior Director of Teaching and Learning, provided presentations on behalf of their district. Each shared details of their district frameworks for supporting student development and meeting the needs of the whole child.</p> <p>Mrs. Burgoyne was joined by Capital team members Sonia Songui and Annette Roskam. Mrs. Burgoyne emphasized SEL programming to enhance multi-tiered systems of support for students and staff. Annette talked about universal supports for academics and behavior, while Sonia focused on importance of robust mental health promotion, prevention, and intervention planning for the Project DeLAWARE SAMHSA grant.</p> <p>Mr. Ivory presented by phone as he was attending an out-of-state conference. His presentation included the district's multi-year strategic planning for multi-tiered supports that incorporates the implementation of social and emotional learning strategies, small group instruction for coping skills, and restorative circles. Shue-Medill Assistant Principal, Patricia "Elaine" Jefferson, was also in attendance at the meeting and acknowledged for the Christina School District efforts.</p> <p>Lastly, Joanna Carty, Connecting Generations and Core Team member, provided a summary of the CSI states' competencies that team members have identified to serve as models or exemplars. She provided the highlights of Wisconsin and Tennessee as well as attractive characteristics and accompanying resources.</p>

K-W-L Group Activity	<p>Annette Roskam, Capital School District Instructional Coach, and Anthony Natoli, Sussex Tech, facilitated the closing group activity. The intent was to gain feedback and respond to questions from the evening's participants using a K-W-L inquiry organizer to assess participants' knowledge, what additional information they desired, and what they learned from the evening's presentations. Participants were encouraged to pen and post their comments and questions.</p> <p><u>Know:</u></p> <ul style="list-style-type: none"> • There are other states doing this – don't reinvent the wheel. • SEL is best when integrated academically. • It is important that the teacher is "well" and practicing self-care to work with students. • It's EVERYONE's job to support students in self-regulation. • Talking piece, Hakuna Matata, "no worries" (?) • Restorative practices, code of conduct update. • It's important to incorporate the perspective of classroom teachers in the competencies. <p><u>Want to Know:</u></p> <ul style="list-style-type: none"> • Physical structure – can help facilitate (?) • SEL as umbrella separate (?) • How to get <u>all</u> colleagues to understand SEL practices and trauma sensitivity do not have to add more to their plate. • More about the SAMHSA grant (Project DeIAWARE). • Early childhood professionals training from Pure Edge. • Early childhood professionals Headspace app access. • How can Head Start connect to this work? • How to do peace circles – restorative circles? • Elementary teachers already feel overwhelmed. Will this be one more thing? • Secondary teachers are so content-driven. How do we get them to see the importance? • \$ - money? • School district professional development is so academic content-driven. Will adequate/quality time be given to SEL? <p><u>Want to Learn:</u></p> <ul style="list-style-type: none"> • How do we shift the hearts and minds of adults, staff, and families? • How do we integrate with multiple services? • Will Mental Health First Aid training be offered for OST staff? • What do I tell my teachers? • Learn more about responsible decision-making units for kids in middle school. • Village – training the village (?)
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Wrap-Up and Next Steps	<p>All participants were invited by Teri Lawler to join the SEL community of practice on Schoology (Access Code: VZGV-VVZV-ZD6VV) to stay connected to the team's work, work products, and resources that are informing the work.</p> <p>The next meeting is planned for January 28, 2020. Details will follow.</p>
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Respectfully Submitted,

Teri Lawler

Education Associate, Trauma-Informed Practices
and Social and Emotional Learning